



# TEACHER EVALUATION PROTOTYPE 2

**. TEACHER .**  
**PROFESSIONAL GROWTH /ANNUAL GOAL PLAN\***

Tier 1  
Tier 2  
Tier 3

**Name:** \_\_\_\_\_

**School:** \_\_\_\_\_

**Subject:** \_\_\_\_\_

**Date:** \_\_\_\_\_

Goal (s) (include domain and performance standard of focus)	Evidence of Student Learning	Methods and Strategies to Accomplish Goal(s)	Documentation for Progress and Goal Attainment	Timeline (Include start and end dates)	Resources/Support Needed

Teacher's Signature \_\_\_\_\_ Date \_\_\_\_\_

Evaluator's Signature \_\_\_\_\_ Date \_\_\_\_\_

\*Goals must address student achievement progress and teacher skills/knowledge as set forth in the Code of Virginia, 22.1-295 and 22.1-303:1.

## - TEACHER - INTERIM REVIEW

**Teacher** \_\_\_\_\_ **Position/Grade** \_\_\_\_\_

**Evaluator** \_\_\_\_\_ **Academic Year** \_\_\_\_\_

**Directions:** Evaluators may use this form to maintain records throughout the evaluation cycle in preparation for the summative evaluation. This form serves as a running record for documenting performance of the teacher from all pertinent data sources. Evaluators should document areas of concern and/or strengths on the summary sheet. Evaluators should place a <sup>√</sup> (check mark) next to the types of evidence for each area.

### **Domain: Planning and Assessment**

1. The teacher designs coherent instruction based upon knowledge of subject matter, students, the community and curriculum goals.

Sample Performance Indicators	Evidence
<ul style="list-style-type: none"> <li>▪ bases instruction on goals that reflect high expectations, conceptual understanding of the subject and the importance of learning.</li> <li>▪ Matches content/skills taught to overall curriculum scope and sequence</li> <li>▪ uses assessment feedback to monitor and adjust instruction</li> <li>▪ links objectives for instruction to prior student learning</li> <li>▪ reflects goals and needs of the school and community in planning</li> <li>▪ Uses available resources to link student learning in the community</li> </ul>	__ observation __ sample unit plan __ sample lesson plan __ teaching artifact __ Other:

2. Plans instruction to achieve desired objectives that reflect the *Virginia Standards of Learning* and division curriculum guidelines.

Sample Performance Indicators	Evidence
<ul style="list-style-type: none"> <li>▪ selects appropriate student objectives for lessons consistent with division guidelines and the <i>Virginia Standards of Learning</i></li> <li>▪ designs appropriate learning activities that are clearly connected to instructional objectives</li> <li>▪ develops lesson plans that are clear, logical and sequential</li> </ul>	__ sample unit plan __ sample lesson plan __ teaching artifacts __ Other:

3. The teacher diagnoses individual, group and program needs and selects appropriate materials and resources to match the abilities and needs of all students.

Sample Performance Indicators	Evidence
<ul style="list-style-type: none"> <li>▪ plans instruction appropriate to the developmental level and needs of students</li> <li>▪ demonstrates knowledge of resources and methods appropriate to serving students with special learning needs</li> <li>▪ arranges/adapts classroom setting to accommodate individual and group learning needs</li> <li>▪ assists students in planning, organizing and preparing for assignments, long-range projects and tests</li> </ul>	__ sample unit plan __ sample lesson plan __ teaching artifact __ samples of student work with teacher analysis __ observation __ anecdotal notes __ Other:

4. The teacher uses a variety of assessment strategies and instruments to make both short-term and long-range instructional decisions to improve student learning.

Sample Performance Indicators	Evidence
<ul style="list-style-type: none"> <li>monitors student understanding on an ongoing basis and adjusts teaching when necessary</li> <li>uses student products as a source for assessment and instructional decisions</li> <li>demonstrates competence in the use of acceptable grading/ranking/scoring practices in recording and reporting student achievement</li> <li>utilizes multiple assessment practices congruent with instructional goals both in content and process</li> <li>effectively uses both teacher-made and standardized tests as appropriate</li> </ul>	__anecdotal notes __sample lesson plans __teaching artifacts (tests, quizzes, etc/) __rubrics __student work with teacher analysis __Other:

5. The teacher identifies and communicates specific student performance expectations and documents student learning gains using appropriate assessment instruments.

Sample Performance Indicators	Evidence
<ul style="list-style-type: none"> <li>communicates clear expectations for learning and behavior to students and parents.</li> <li>uses pre-assessment data in developing expectations for students and as a basis for documenting learning gains</li> <li>provides prompt and meaningful feedback to students about performance and progress</li> <li>prepares tests that reflect the academic content studied</li> <li>provides opportunities for students to contribute to the development of criteria and standards as appropriate.</li> <li>Incorporates strategies to prepare students for SOL and standardized testing</li> </ul>	__pre/post tests __profile cards/checklists __grade book __narratives/report cards __student work with teacher analysis __Other:

### Domain: Instruction

1. The teacher understands the central concepts, tools of inquiry and structures of the discipline he or she teaches and creates learning experiences that make the subject matter meaningful for students.

Sample Performance Indicators	Evidence
<ul style="list-style-type: none"> <li>Communicates a belief that all students can learn</li> <li>exhibits an understanding /facility in explaining the subject areas taught</li> <li>uses appropriate literature and current resources and materials in the subject areas</li> <li>encourages academic curiosity and critical thinking of students</li> <li>modifies instruction to make topics relevant to students' lives and experiences.</li> <li>Demonstrates ability to engage and maintain students' attention and to recapture or refocus it as necessary</li> <li>checks for understanding with questions, review activities, and various assessment strategies.</li> </ul>	__classroom observation __sample unit plans __sample lesson plans __interviews __Other:

2. The teacher understands how students differ in their approaches to learning and is able to differentiate instruction to meet diverse student needs.

Sample Performance Indicators	Evidence
<ul style="list-style-type: none"> <li>selects materials/media that match learning styles of individual students</li> <li>provides for the instructional needs of all students, including remedial and enrichment/extension activities as necessary.</li> <li>utilizes flexible grouping practices to respond to the diverse learning needs of students</li> <li>collaborates with resource teachers in developing activities for students with special learning needs.</li> <li>Encourages students to build on strengths while developing all areas of competence</li> <li>paces instruction appropriately with adequate preview and reviews of instructional components.</li> <li>uses a variety of teaching strategies, including cooperative, peer and project-based learning, audiovisual presentations, lecture, discussions and inquiry, practice and application, and the teaching of others.</li> <li>Demonstrates respect for individual, cultural, religious, and racial difference of individuals and groups within the classroom</li> </ul>	__observations __sample unit plan __sample lesson plan __samples of student work __Other:

3. The teacher uses comprehensive materials, technology, and resources that promote the development of critical thinking, problem solving, and performance skills.

Sample Performance Indicators	Evidence
<ul style="list-style-type: none"> <li>evaluates curricular materials for accuracy, currency, and student interest</li> <li>provides students with materials and media that are appropriated and challenging for their instructional needs.</li> <li>Encourages and guides the development of problem-solving skills and independent thinking in students</li> <li>utilizes available technological materials and resources effectively to engage students in varied learning experiences</li> <li>provides opportunities for guided practice and hands-on technology application.</li> <li>Demonstrates competence in the <i>Technology Standards for Instructional Personnel</i></li> </ul>	__observation __Other:

4. The teacher selects, evaluates, and refines a variety of teaching methods and instructional strategies for the active engagement of students and improvement of student learning.

Sample Performance Indicators	Evidence
<ul style="list-style-type: none"> <li>Solicits comments, questions, examples, and other contributions from students throughout lessons</li> <li>uses questioning strategies effectively</li> <li>provides opportunities for guided and independent practice</li> <li>responds positively to student questions and active engagement</li> <li>implements instructional opportunities in which students are interacting with ideas, materials, teachers, and one another</li> <li>re-teaches material and/or accelerates instruction based on assessment</li> </ul>	__observations __sample unit plans __teaching artifacts __Other:

## Domain: Safety and Learning Environment

1. The teacher actively implements a discipline policy that fosters a safe and positive environment for students and staff.

Sample Performance Indicators	Evidence
<ul style="list-style-type: none"><li>establishes effective classroom rules and procedures</li><li>communicates clear expectations about behavior to students and parents</li><li>implements and enforces disciplinary procedures with fairness and consistency</li><li>encourages students</li><li>manages emergency situations as they occur in developing self-discipline and conflict resolution skills.</li><li>Recognizes and celebrates the achievements of students and staff</li><li>is knowledgeable of and complies with local, state, and federal safety regulations.</li></ul>	<ul style="list-style-type: none"><li>__observations</li><li>__discipline plan</li><li>__notes/phone logs</li><li>__Other:</li></ul>

2. The teacher manages classroom procedures to maximize academic learning time.

Sample Performance Indicators	Evidence
<ul style="list-style-type: none"><li>plans purposeful assignments for teacher assistants, substitute teachers, student teachers, and others to ensure continuous student engagement in learning.</li><li>structures transitions in an efficient and constructive manner</li><li>creates and maintains a physical setting that minimizes disruption and promotes learning and safety</li><li>handles administrative routines quickly and efficiently.</li><li>has all materials readily available to allow for the smooth flow of instruction</li></ul>	<ul style="list-style-type: none"><li>__observations</li><li>__interviews</li><li>__Other:</li></ul>

3. The teacher establishes and maintains rapport with students.

Sample Performance Indicators	Evidence
<ul style="list-style-type: none"><li>treats students with respect</li><li>communicates personal enthusiasm for learning</li><li>models caring, fairness, humor, courtesy, respect, and active listening</li><li>demonstrates concern for students' emotional and physical well-being</li><li>seeks and uses information about student interests and opinions</li><li>develops and maintains positive interactions with students in all school settings</li></ul>	<ul style="list-style-type: none"><li>__observations</li><li>__interviews</li><li>__Other:</li></ul>

4. The teacher creates a supportive learning environment for all students that encourages social interaction, active engagement in learning and self-motivation.

Sample Performance Indicators	Evidence
<ul style="list-style-type: none"><li>encourages students to respect themselves and others</li><li>communicates clear expectations for appropriate interactions among students</li><li>models enthusiasm for and engagement in learning</li><li>encourages students to take pride in good work</li><li>enhances students' feelings of self worth</li><li>incorporates principles of equal opportunity and non-discrimination into classroom management</li><li>provides equitable opportunities for student learning</li><li>promotes multicultural awareness, gender sensitivity and diversity</li></ul>	<ul style="list-style-type: none"><li>__observations</li><li>__interviews</li><li>__Other:</li></ul>

## Domain: Communication and Community Relations

1. The teacher uses effective verbal, nonverbal, and media communication techniques to foster positive interactions in the classroom.

Sample Performance Indicators	Evidence
<ul style="list-style-type: none"><li>▪ uses precise language, correct vocabulary and grammar, and acceptable forms of oral and written expression</li><li>▪ articulates clear learning goals and instructional procedures to students</li><li>▪ gives directions that are clear and reasonable and contain an appropriate level of detail</li><li>▪ uses a variety of media communication tools to enrich learning opportunities</li><li>▪ models effective communication strategies in conveying ideas and information</li><li>▪ provides support for student expression in speaking, writing, and other media</li></ul>	<ul style="list-style-type: none"><li>__ observations</li><li>__ interview</li><li>__ teacher artifacts (newsletter, etc.)</li><li>__ Other:</li></ul>

2. The teacher forges partnerships with families to promote student learning at home and in the school.

Sample Performance Indicators	Evidence
<ul style="list-style-type: none"><li>▪ responds promptly to parental concerns</li><li>▪ demonstrates flexibility in planning meetings with parents</li><li>▪ promotes parental involvement in the classroom and school</li><li>▪ shares major instructional goals for the year with parents</li><li>▪ initiates communication with parents or guardians concerning student progress or problems in a timely manner</li><li>▪ establishes regular channels of communication between school and home</li><li>▪ offers strategies for parents to assist in their children's education</li></ul>	<ul style="list-style-type: none"><li>__ phone logs</li><li>__ interview</li><li>__ newsletters</li><li>__ letters to parents</li><li>__ Other:</li></ul>

3. The teacher works collaboratively with staff, families, and community resources to support the success of a diverse student population.

Sample Performance Indicator	Evidence
<ul style="list-style-type: none"><li>▪ is sensitive to the social and cultural background of students and parents</li><li>▪ uses multiple modes of communication to provide information to parents</li><li>▪ encourages parent and community involvement in classroom activities</li><li>▪ collaborates with staff, families, and community members to respond to identified needs of individual students and groups of students</li><li>▪ promotes the value of understanding and celebrating school/community cultures</li><li>▪ supports community partnerships and uses community resources to enhance learning</li><li>▪ works with community members in carrying out school and community sponsored functions.</li></ul>	<ul style="list-style-type: none"><li>__ informal observations</li><li>__ Interview</li><li>__ feedback from colleagues</li><li>__ log of professional activities</li><li>__ Other:</li></ul>

## Domain: Professionalism

1. The teacher models professional, moral, and ethical standards as well as personal integrity in all interactions.

Sample Performance Indicators	Evidence
<ul style="list-style-type: none"><li>relates to colleagues, parents and others in an ethical and professional manner</li><li>represents the school/program favorably in the school division/community</li><li>uses acceptable written and oral language</li><li>resolves concerns and problems in a constructive manner</li><li>maintains confidentiality appropriate to teaching assignment</li><li>maintains a professional demeanor and appearance</li><li>works in the best interest of the students, the school, and the community</li></ul>	<ul style="list-style-type: none"><li>__informal observation</li><li>__notes/handouts</li><li>__Other:</li></ul>

2. The teacher takes responsibility for and participates in a meaningful and continuous process of professional development that results in the enhancement of student learning.

Sample Performance Indicators	Evidence
<ul style="list-style-type: none"><li>participates in professional growth activities including conferences, workshops, course work, and/or membership in professional organizations at the district, state, and/or national level</li><li>evaluates and identifies areas of personal strength and weakness related to professional skills and their effect on student learning and sets goals for improvement of skills and professional performance.</li><li>Maintains a high level of personal knowledge regarding new developments and techniques, including technology, in the field of professional specialization</li><li>comprehends and applies current literature that enhances knowledge of educational issues, trends, and practices</li><li>collaborates with colleagues to improve and enhance instructional knowledge and skills</li><li>maintains proper licensure and certification</li></ul>	<ul style="list-style-type: none"><li>__professional growth plan</li><li>__log of professional activities</li><li>__copies of documents contributed to by teacher and explanation of role</li><li>__brochure or certificate of conference attended</li><li>__Other:</li></ul>

3. The teacher works in a collegial and collaborative manner with peers, school personnel, and the community to promote and support student learning.

Sample Performance Indicators	Evidence
<ul style="list-style-type: none"><li>demonstrates flexibility and a collaborative attitude in supporting co-workers/work teams</li><li>maintains effective working relationships with other teachers</li><li>works collaboratively with other staff members to plan for individual student learning and alignment of goals and standards across classroom and grade levels</li><li>makes a positive contribution to the overall climate of the school and division</li><li>supports school and division-wide programs and activities</li><li>considers the interests and needs of other teachers and community stakeholders in promoting and supporting district goal and services</li><li>shares ideas/information with other teachers, school personnel and community stakeholders</li></ul>	<ul style="list-style-type: none"><li>__informal observations</li><li>__documents created</li><li>__feedback from colleagues</li><li>__Other:</li></ul>



4. The teacher provides service to the profession, the division, and the community.

Sample Performance Indicators	Evidence
<ul style="list-style-type: none"><li>▪ serves on division, state, and/or national committees</li><li>▪ maintains an active role in professional and community organizations</li><li>▪ explores, disseminates, and applies knowledge and information about new or improved methods of instruction or related issues</li><li>▪ contributes to and supports the development of the profession by serving as an instructor, mentor, coach, presenter, researcher, or supervisor</li><li>▪ organizes, facilitates, and presents at local, state, and/or national conferences</li><li>▪ supports and participates in efforts to align school and division goals and activities with community endeavors</li></ul>	<ul style="list-style-type: none"><li>__ log of professional activities</li><li>__ documents used at presentations/workshops</li><li>__ informal observations</li><li>__ list of committees</li><li>__ professional growth plans</li><li>__ reflection form</li><li>__ Other:</li></ul>

### INTERIM REVIEW SUMMARY

Strengths:

Areas for Improvement:

\_\_\_\_\_  
Teacher's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Evaluator's Signature

\_\_\_\_\_  
Date

## - TEACHER - SUMMATIVE EVALUATION

Teacher\_\_\_\_\_ Subject/Grade\_\_\_\_\_

Academic Year \_\_\_\_\_ Evaluator \_\_\_\_\_

**Directions:** Evaluators are to indicate the teacher’s progress on the performance standards listed. Progress rated as distinguished, basic or unsatisfactory must include comments which provide support for the rating. If improvement is required, the comments should also provide direction for the teacher’s Annual Goal for the next school year. Performance standards marked as “Improvement Needed” on the Interim Review which show no improvement at the time of the Summative Evaluation will be marked as Unsatisfactory.

### PLANNING AND ASSESSMENT

**1: The teacher designs coherent instruction based upon knowledge of subject matter, students, the community, and curriculum goals.**

Distinguished      Proficient      Requires Improvement      Unsatisfactory

Comments:

**2: The teacher plans instruction to achieve desired objectives that reflect the Virginia Standards of Learning and division curriculum guidelines.**

Distinguished      Proficient      Requires Improvement      Unsatisfactory

Comments:

**3: The teacher diagnoses individual, group, and program needs and selects appropriate materials and resources to match the abilities and needs of all students.**

Distinguished      Proficient      Requires Improvement      Unsatisfactory

Comments:

**4: The teacher uses a variety of assessment strategies and instruments to make both short-term and long-range instructional decisions to improve student learning.**

Distinguished      Proficient      Requires Improvement      Unsatisfactory

Comments:

**5: The teacher identifies and communicates specific student performance expectations and documents student learning gains using appropriate assessment instruments.**

Distinguished      Proficient      Requires Improvement      Unsatisfactory

Comments:

## INSTRUCTION

**1: The teacher understands the central concepts, tools of inquiry, and structures of the discipline he or she teaches and creates learning experiences that make the subject matter meaningful for students.**

Distinguished      Proficient      Requires Improvement      Unsatisfactory

Comments:

**2: The teacher understands how students differ in their approaches to learning and is able to differentiate instruction to meet diverse student needs.**

Distinguished      Proficient      Requires Improvement      Unsatisfactory

Comments:

**3: The teacher uses comprehensive materials, technology, and resources that promote the development of critical thinking, problem solving, and performance skills.**

Distinguished      Proficient      Requires Improvement      Unsatisfactory

Comments:

**4: The teacher selects, evaluates, and refines a variety of teaching methods and instructional strategies for the active engagement of students and improvement of student learning.**

Distinguished      Proficient      Requires Improvement      Unsatisfactory

Comments:

### **SAFETY AND LEARNING ENVIRONMENT**

**1: The teacher actively implements a discipline policy that fosters a safe and positive environment for students and staff.**

Distinguished      Proficient      Requires Improvement      Unsatisfactory

Comments:

**2: The teacher manages classroom procedures to maximize academic learning time.**

Distinguished      Proficient      Requires Improvement      Unsatisfactory

Comments:

**3: The teacher establishes and maintains rapport with students.**

Distinguished      Proficient      Requires Improvement      Unsatisfactory

Comments:

**4: The teacher creates a supportive learning environment for all students that encourages social interaction, active engagement in learning, and self-motivation.**

Distinguished      Proficient      Requires Improvement      Unsatisfactory

Comments:

**COMMUNICATION AND COMMUNITY RELATIONS**

**1: The teacher uses effective verbal, nonverbal, and media communication techniques to foster positive interactions in the classroom.**

Distinguished      Proficient      Requires Improvement      Unsatisfactory

Comments:

**2: The teacher forges partnerships with families to promote student learning at home and in the school.**

Distinguished      Proficient      Requires Improvement      Unsatisfactory

Comments:

**3: The teacher works collaboratively with staff, families, and community resources to support the success of a diverse student population.**

Distinguished      Proficient      Requires Improvement      Unsatisfactory

Comments:

## PROFESSIONALISM

**1: The teacher models professional, moral, and ethical standards as well as personal integrity in all interactions.**

Distinguished      Proficient      Requires Improvement      Unsatisfactory

Comments:

**2: The teacher takes responsibility for and participates in a meaningful and continuous process of professional development that results in the enhancement of student learning.**

Distinguished      Proficient      Requires Improvement      Unsatisfactory

Comments:

**3: The teacher works in a collegial and collaborative manner with peers, school personnel, and the community to promote and support student learning.**

Distinguished      Proficient      Requires Improvement      Unsatisfactory

Comments:

**4: The teacher provides service to the profession, division and community.**

Distinguished      Proficient      Requires Improvement      Unsatisfactory

Comments:

**· Teacher  
· Evaluation Summary·**

Strengths

Areas for Improvement

Evaluator Recommendation:

Continued Employment

Intensive Assistance Plan

Dismissal

\_\_\_\_\_  
Teacher's Signature

\_\_\_\_\_  
Evaluator's Signature

Date:\_\_\_\_\_

Date:\_\_\_\_\_

TEACHER'S SIGNATURE ACKNOWLEDGES RECEIPT OF THIS FORM.  
WRITTEN COMMENTS MAY BE ATTACHED

COMMENTS ATTACHED: \_\_\_YES \_\_\_NO